

## Assessment criteria overview

Assessment for individuals and societies courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

<b>Criterion A</b>	Knowing and understanding	<b>Maximum 8</b>
<b>Criterion B</b>	Investigating	<b>Maximum 8</b>
<b>Criterion C</b>	Communicating	<b>Maximum 8</b>
<b>Criterion D</b>	Thinking critically	<b>Maximum 8</b>

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor, which teachers use to make “best-fit” judgments about students’ progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP individuals and societies. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment sheet.

# Individuals and societies assessment criteria: Year 1

## Criterion A: Knowing and understanding

### Maximum: 8

At the end of year 1, students should be able to:

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>recognizes some</b> vocabulary</li> <li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>uses some</b> vocabulary</li> <li>ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and/or examples.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>uses considerable relevant</b> vocabulary, <b>often accurately</b></li> <li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>consistently</b> uses <b>relevant</b> vocabulary <b>accurately</b></li> <li>ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples.</li> </ol>

## Criterion B: Investigating

### Maximum: 8

At the end of year 1, students should be able to:

- i. explain the choice of a research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the process and results of the investigation.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> a research question</li> <li>ii. follows an action plan in a <b>limited way</b> to explore a research question</li> <li>iii. <b>collects</b> and <b>records</b> information, to a <b>limited extent</b></li> <li>iv. <b>with guidance</b>, reflects on the research process and results, to a <b>limited extent</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> the choice of a research question</li> <li>ii. <b>partially</b> follows an action plan to explore a research question</li> <li>iii. <b>uses</b> a method or methods to collect and record <b>some relevant</b> information</li> <li>iv. <b>with guidance</b>, reflects on the research process and results with <b>some</b> depth.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> the choice of a research question <b>in detail</b></li> <li>ii. <b>mostly</b> follows an action plan to explore a research question</li> <li>iii. <b>uses</b> method(s) to collect and record <b>often relevant</b> information</li> <li>iv. <b>reflects</b> on the research process and results.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> the choice of a research question</li> <li>ii. <b>effectively</b> follows an action plan to explore a research question</li> <li>iii. <b>uses</b> methods to collect and record <b>consistently relevant</b> information</li> <li>iv. <b>thoroughly</b> reflects on the research process and results.</li> </ol>

## Criterion C: Communicating

### Maximum: 8

At the end of year 1, students should be able to:

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas in a style that is <b>not always</b> clear</li> <li>ii. organizes information and ideas <b>in a limited way</b></li> <li>iii. <b>inconsistently</b> lists sources, not following the task instructions.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>somewhat</b> clear</li> <li>ii. <b>somewhat</b> organizes information and ideas</li> <li>iii. lists sources in a way that <b>sometimes</b> follows the task instructions.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>mostly</b> clear</li> <li>ii. <b>mostly</b> organizes information and ideas</li> <li>iii. lists sources in a way that <b>often</b> follows the task instructions.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>completely</b> clear</li> <li>ii. <b>completely</b> organizes information and ideas <b>effectively</b></li> <li>iii. lists sources in a way that <b>always</b> follows the task instructions.</li> </ol>

## Criterion D: Thinking critically

### Maximum: 8

At the end of year 1, students should be able to:

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to justify an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. identifies the main points of ideas, events, visual representation or arguments <b>to a limited extent</b></li> <li>ii. <b>rarely</b> uses information to justify opinions</li> <li>iii. identifies the origin and purpose of <b>limited</b> sources/data</li> <li>iv. identifies <b>some</b> different views.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. identifies <b>some</b> main points of ideas, events, visual representation or arguments</li> <li>ii. justifies opinions with <b>some</b> information</li> <li>iii. <b>identifies</b> the origin and purpose of sources/data</li> <li>iv. identifies <b>some</b> different views and suggests <b>some</b> of their implications.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> the main points of ideas, events, visual representation or arguments</li> <li>ii. gives <b>sufficient</b> justification of opinions using information</li> <li>iii. identifies the origin and purpose of a <b>range</b> of sources/data</li> <li>iv. identifies different views and <b>most</b> of their implications.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. identifies <b>in detail</b> the main points of ideas, events, visual representation or arguments</li> <li>ii. gives <b>detailed</b> justification of opinions using information</li> <li>iii. <b>consistently</b> identifies and <b>analyses a range</b> of sources/data in terms of origin and purpose</li> <li>iv. <b>consistently</b> identifies different views and their implications</li> </ol>

# Individuals and societies assessment criteria: Year 3

## Criterion A: Knowing and understanding

### Maximum: 8

At the end of year 3, students should be able to:

- i. use a range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. makes <b>limited</b> use of terminology</li> <li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. uses <b>some</b> terminology <b>accurately</b></li> <li>ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and examples.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. uses <b>considerable</b> and <b>relevant</b> terminology <b>accurately</b></li> <li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>consistently</b> uses <b>a range</b> of terminology <b>accurately</b></li> <li>ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>developed</b> and <b>accurate</b> descriptions, explanations and examples.</li> </ol>

## Criterion B: Investigating

### Maximum: 8

At the end of year 3, students should be able to:

- i. formulate/choose a clear and focused research question, explaining its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use methods to collect and record relevant information
- iv. evaluate the process and results of the investigation, with guidance.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> a research question that is clear, focused and relevant</li> <li>ii. formulates a <b>limited</b> action plan or does not follow a plan</li> <li>iii. <b>collects</b> and <b>records limited</b> or <b>sometimes irrelevant</b> information</li> <li>iv. with guidance, <b>reflects</b> on the research process and results in a <b>limited</b> way.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>formulates/chooses</b> a research question that is clear and focused and <b>describes</b> its relevance</li> <li>ii. formulates and <b>occasionally</b> follows a <b>partial</b> action plan to investigate a research question</li> <li>iii. <b>uses</b> a method(s) to collect and record <b>some relevant</b> information</li> <li>iv. with guidance, <b>reflects</b> on the research process and results.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. formulates/chooses a clear and focused research question and <b>describes</b> its relevance <b>in detail</b></li> <li>ii. formulates and <b>mostly</b> follows a <b>sufficiently developed</b> action plan to investigate a research question</li> <li>iii. uses methods to collect and record <b>appropriate relevant</b> information</li> <li>iv. with guidance, <b>evaluates</b> on the research process and results.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. formulates/chooses a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance</li> <li>ii. formulates and <b>effectively</b> follows a <b>consistent</b> action plan to investigate a research question</li> <li>iii. uses methods to collect and record <b>appropriate</b> and <b>varied relevant</b> information</li> <li>iv. with guidance, provides a <b>detailed evaluation</b> of the research process and results.</li> </ol>

## Criterion C: Communicating

### Maximum: 8

At the end of year 3, students should be able to:

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>not always</b> appropriate to the audience and purpose</li> <li>ii. organizes information and ideas in a <b>limited</b> way</li> <li>iii. <b>lists</b> sources of information <b>inconsistently</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>somewhat</b> appropriate to the audience and purpose</li> <li>ii. <b>somewhat</b> organizes information and ideas</li> <li>iii. <b>creates an adequate</b> reference list and <b>sometimes</b> cites sources.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>mostly</b> appropriate to the audience and purpose</li> <li>ii. <b>mostly</b> structures information and ideas according to the task instructions</li> <li>iii. creates an <b>adequate</b> reference list and <b>usually</b> cites sources.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>completely</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas <b>completely</b> according to the task instructions</li> <li>iii. creates a <b>complete</b> reference list and <b>always</b> cites sources.</li> </ol>



## Criterion D: Thinking critically

**Maximum: 8**

At the end of year 3, students should be able to:

- i. analyse concepts, issues, models, visual representation and/or theories
- ii. summarize information to make valid, well-supported arguments
- iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations
- iv. recognize different perspectives and explain their implications.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>begins to analyse</b> concepts, issues, models, visual representation and/or theories in a <b>limited</b> way</li> <li>ii. <b>begins to identify</b> connections between information to make <b>simple</b> arguments</li> <li>iii. <b>recognizes</b> the origin and purpose of <b>few</b> sources/data as well as <b>nominal</b> value and limitations of sources/data</li> <li>iv. <b>identifies</b> different perspectives.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. completes a <b>simple analysis</b> of concepts, issues, models, visual representation and/or theories</li> <li>ii. <b>summarizes</b> information to make <b>some adequate</b> arguments</li> <li>iii. <b>analyses</b> sources/data in terms of origin and purpose, recognizing <b>some</b> value and limitations</li> <li>iv. <b>recognizes</b> different perspectives and <b>suggests some</b> of their implications.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. completes a <b>suitable</b> analysis of concepts, issues, models, visual representation and/or theories</li> <li>ii. <b>summarizes</b> information in order to make <b>usually valid</b> arguments</li> <li>iii. <b>analyses</b> sources/data in terms of origin and purpose, <b>usually</b> recognizing value and limitations</li> <li>iv. <b>clearly recognizes</b> different perspectives and <b>describes most</b> of their implications.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. completes a <b>detailed</b> analysis of concepts, issues, models, visual representation and/or theories</li> <li>ii. <b>summarizes</b> information to make <b>consistent, well-supported</b> arguments</li> <li>iii. <b>effectively analyses</b> a <b>range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing value and limitations</li> <li>iv. <b>clearly recognizes</b> different perspectives and <b>consistently explains</b> their implications.</li> </ol>

# Individuals and societies assessment criteria: Year 5

## Criterion A: Knowing and understanding

### Maximum: 8

At the end of year 5, students should be able to:

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. uses <b>limited</b> relevant terminology</li> <li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b></li> <li>ii. demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and examples.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b></li> <li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and examples.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b></li> <li>ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples.</li> </ol>

## Criterion B: Investigating

### Maximum: 8

At the end of year 5, students should be able to:

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the process and results of the investigation.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. formulates a research question that is clear <b>or</b> focused and <b>describes</b> its relevance</li> <li>ii. formulates a <b>limited</b> action plan to investigate a research question or does not follow a plan</li> <li>iii. collects and records <b>limited</b> information, not always consistent with the research question</li> <li>iv. makes a <b>limited</b> evaluation of the process and results of the investigation.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. formulates a research question that is <b>clear</b> and <b>focused</b> and <b>describes</b> its relevance in detail</li> <li>ii. formulates and <b>somewhat</b> follows a <b>partial</b> action plan to investigate a research question</li> <li>iii. uses a research method(s) to collect and record <b>mostly relevant</b> information</li> <li>iv. evaluates <b>some</b> aspects of the process and results of the investigation.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. formulates a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance</li> <li>ii. formulates and follows a <b>substantial</b> action plan to investigate a research question</li> <li>iii. uses research method(s) to collect and record <b>appropriate, relevant</b> information</li> <li>iv. <b>evaluates</b> the process and results of the investigation.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. formulates a <b>clear</b> and <b>focused</b> research question, thoroughly <b>justifying</b> its relevance with appropriate evidence</li> <li>ii. formulates and <b>effectively</b> follows a <b>comprehensive</b> action plan to investigate a research question</li> <li>iii. uses research methods to collect and record <b>appropriate, varied and relevant</b> information</li> <li>iv. <b>thoroughly</b> evaluates the investigation process and results.</li> </ol>

## Criterion C: Communicating

### Maximum: 8

At the end of year 5, students should be able to:

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas in a <b>limited way</b>, using a style that is <b>limited</b> in its appropriateness to the audience and purpose</li> <li>ii. structures information and ideas according to the specified format in a <b>limited way</b></li> <li>iii. documents sources of information in a <b>limited way</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format</li> <li>iii. <b>sometimes</b> documents sources of information using a recognized convention.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas <b>accurately</b> by using a style that is <b>mostly</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format</li> <li>iii. <b>often</b> documents sources of information using a recognized convention.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>completely</b> appropriate to the specified format</li> <li>iii. <b>consistently</b> documents sources of information using a recognized convention.</li> </ol>

## Criterion D: Thinking critically

### Maximum: 8

At the end of year 5, students should be able to:

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well-supported arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- iv. interpret different perspectives and their implications.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>analyses</b> concepts, issues, models, visual representation and theories to a <b>limited extent</b></li> <li>ii. <b>summarizes</b> information to a <b>limited extent</b> to make arguments</li> <li>iii. <b>describes a limited number of</b> sources/data in terms of origin and purpose and recognizes <b>nominal</b> value and limitations</li> <li>iv. <b>identifies</b> different perspectives and <b>minimal</b> implications.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>analyses</b> concepts, issues, models, visual representation and theories</li> <li>ii. <b>summarizes</b> information to make arguments</li> <li>iii. <b>analyses and/or evaluates</b> sources/data in terms of origin and purpose, recognizing <b>some</b> value and limitations</li> <li>iv. <b>interprets</b> different perspectives and <b>some</b> of their implications.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>discusses</b> concepts, issues, models, visual representation and theories</li> <li>ii. <b>synthesizes</b> information to make <b>valid</b> arguments</li> <li>iii. <b>effectively analyses</b> and <b>evaluates a range</b> of sources/data in terms of origin and purpose, <b>usually</b> recognizing value and limitations</li> <li>iv. <b>interprets</b> different perspectives and their implications.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. completes a <b>detailed discussion</b> of concepts, issues, models, visual representation and theories</li> <li>ii. <b>synthesizes</b> information to make <b>valid, well-supported</b> arguments</li> <li>iii. <b>effectively analyses</b> and <b>evaluates a range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing value and limitations</li> <li>iv. <b>thoroughly interprets a range</b> of different perspectives and their implications.</li> </ol>